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ABSTRACT

The manual is designed to help administrators plan for the full spectrum of appropriate services needed in vocational education programs for handicapped students in secondary schools. Section I focuses on the functions of the program for the student with a list of components and recommended practices relating to assessment for direct service (including psychoeducational, adaptive, medical, career, prevocational, and vocational assessment/evaluation); individualized education program (IEP); and least restrictive environment. Section II outlines components and recommended practices for regular vocational education, adapted vocational education, special vocational education (self contained), individual vocational training, temporary vocational training, and work activity center programs. Information is provided on IEP development and implementation, delivery options, and support services. A third section contains information on components, recommended practices, and local resources for appraisal materials and equipment, social/adaptive behavior materials and equipment, prevocational/vocational materials and equipment, and adaptive equipment and adapted work settings. Section IV points out the components and recommended practices for marketing, job placement, followup, and related services. A final section consists of an annotated bibliography of assessment and curriculum resources. Appended are a description of the Laramie County (Wyoming) school/community work study program and a brochure on the 70001 Ltd. youth employment company. (SB)

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VOCATIONAL EDUCATION FOR HANDICAPPED YOUTH: AN IDEA PACKET

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VOCATIONAL EDUCATION
FOR HANDICAPPED YOUTH:
AN IDEA PACKET

Wyoming State Department of Education
Lynn O. Simons
State Superintendent of Public Instruction



Intermountain
Plains
Regional
Resource
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INTRODUCTION

Three important pieces of federal legislation provide the opportunity for educational administrators and teachers to plan for and deliver appropriate educational services for handicapped students. These laws are: Public Law (PL) 94-142, the Education of All Handicapped Children Act of 1975; Section 504 of PL 93-112, the Vocational Rehabilitation Act of 1973; and the Vocational Education legislation contained in PL 94-482, the Education Amendments of 1976.

While these laws provide the opportunity for (and mandate the delivery of) appropriate educational programs for all handicapped school-aged individuals, they also place more complex demands on decision-makers within the school system (and within related agencies) for comprehensive planning for and provision of full services.

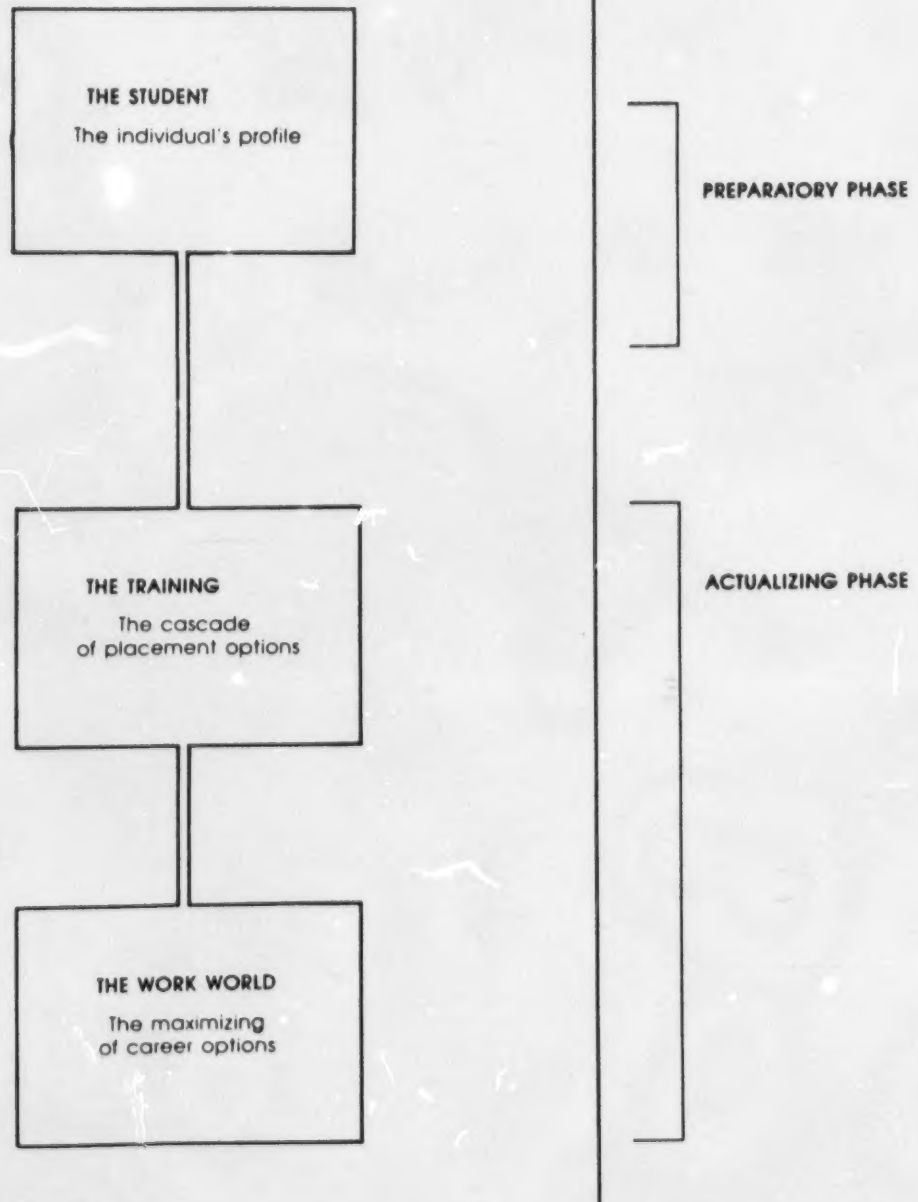
Accompanying the new legislation is a rising awareness -- among both administrators and parents of handicapped children -- that the emphasis in special education must be broadened to include more adequate services at the secondary level. Too seldomly are handicapped secondary students prepared through their education to enter the work world as are their so-called normal peers.

Because of the complexity of the issues covered by secondary special education, a framework is needed that will cover major considerations from a student's entry into secondary programs to his or her graduation and placement in an appropriate job. The purpose of this Idea Packet is to offer suggestions to help administrators meet the complex needs of their handicapped secondary students.

In 1977 the staff from the Southwest Regional Resource Center (our Utah predecessor) and the Coordinating Office of Regional Resource Centers jointly planned a conference on secondary education. They felt that the impact of the conference would be greatly enhanced if the information generated could be widely disseminated to state and local educational administrators. That decision led to an Administrators Manual. Major portions of this Idea Packet were extracted and adopted from the Administrators Manual. The Intermountain Plains Regional Resource Center is proud to recognize the works of those who have already developed excellent resources.

Hopefully this manual will be useful in helping administrators plan for the full spectrum of appropriate services needed in educational programs for handicapped students in secondary schools.

**THE THREE AREAS OF SECONDARY EDUCATION
AND
VOCATIONAL TRAINING FOR THE HANDICAPPED**



THE STUDENT

THE STUDENT

This area is the context from which the total student profile from entry to exit is structured, and would contain all of the identification, assessment, evaluation, and procedural safeguard data. With Public Law 94-142, the individualized educational program and the least restrictive placement options are central to the student's journey through the offerings of appropriate services.

The Functions:

1. **Assessment for Direct Services:** A comprehensive and inclusive offering of psychoeducational, adaptive, medical, career, prevocational, and vocational assessment/evaluation.
2. **Individualized Educational Program:** A program which includes all of the critical components of a student's total educational journey based upon the findings of nondiscriminatory assessment practices and conducted in a team approach with input from parent (or guardian) and student, when appropriate.
3. **Least Restrictive Environment:** The provision of a cascade of placement options directed toward the least restrictive service delivery, based upon the IEP and assessment findings, and reviewed for appropriateness at least annually.

"The underlying keys to success for handicapped secondary students are motivation -- of the student and the teacher -- and cost benefit. How do you figure cost benefits? There is a case study of Karen. She was 37 years old, and she had a weaving job. It cost us \$5,123 per year to support Karen and her weaving. Then someone taught her to fold boxes -- a job she could do well and one that was more marketable than weaving. If Karen worked until she were 60 years old, it would have cost another \$117,829 to support her at weaving. But folding boxes raised Karen's income until only about \$550 per year was spent to supplement her wages. That's a reduced cost -- a savings -- of \$105,000. That's cost benefit."

"We need continuous, criterion referenced assessment . . . vocational assessment must be included . . . to the maximum extent possible, the handicapped student must be educated with the nonhandicapped. Are teachers prepared? No. Teachers need more than a survey course on handicaps. Every course should have a special education component. Teacher attitudes can be changed."

Stuart Schwartz

THE STUDENT

Function: Assessment for Direct Services

Components

Recommended Practices

1. Population Find

Child find procedures to include ongoing awareness campaign and identification of the unserved and underserved, including students at the secondary level, post high school and dropouts.

2. Screening

Identify students with present or potential handicapping condition through screening of referred individuals who exhibit a need for vocational/career education services.

3. Referral

Utilize interagency cooperation to process referrals from educational, prevocational, or vocational/career screening; encourage self-referral for retraining and upgrading.

4. Comprehensive,
Individualized,
Nondiscriminatory
Assessment

Content: Preliminary staffing information, including but not limited to:

- Academic
- Developmental
- Intellectual
- Social
- Emotional
- Medical
- Adaptive
- Job tryouts

Methodology:

- Establish interdisciplinary team including but not limited to vocational education, vocational rehabilitation, counseling and guidance; avoid duplication of testing by interagency cooperation; focus on career implications throughout reporting process;
- Obtain information through:
 - formal testing
 - informal testing
 - classroom observation
 - interviews: parents, teachers, student counselors
 - review of school/agency records, etc.
 - assess only as appropriate to meet defined needs of individual student.

Prevocational Assessment to include

- Job readinesses (emotional, social, etc.)
- Job awareness
- Job interests

THE STUDENT

Vocational Assessment

Work evaluation:

- vocational tests
- work/job samples
- situational assessment
- intake and other counseling
- interviews

Work adjustment:

- work motivation, mobility and maturity
- work organization
- self-concept
- emotional stability
- social skills
- work habits and attitudes

Job tryouts:

- evaluate client in work situation using all work adjustment areas for assessing client effectiveness and efficiency on the job.

5. Reassessment

Educational Assessment: Provide ongoing educational assessment of the student for determination of placement in other programs or maintenance in present program; conduct at least annually.

Prevocational Evaluation: Continuously evaluate student's adaptive behavior, work habits, attitudes, and skills as related to possible placement in other more specifically appropriate vocational settings.

Vocational Assessment: Provide ongoing vocational assessment, work evaluation, work adjustment, job tryouts and job placement to determine vocational program effectiveness.

6. Postgraduation Follow-Up

Plan continuous education for adult living, life experience, vocational skills, leisure time, social adjustment, independent living skills, health and social services.

Function: Individualized Educational Program

Components

1. IEP Committee
Composition

Recommended Practices

Minimum committee composition: teacher, parent, representative of LEA and whenever appropriate, the handicapped student.

THE STUDENT

Recommended committee composition, when appropriate: all implementers of the IEP: teachers, vocational rehabilitation staff, social worker, psychologist or diagnostician, representatives of all related services identified for the child.

2. Statement of Present Levels of Educational Performance
State information obtained through assessment for direct service in terms of strengths and weaknesses; ensure information is educationally relevant and understandable for teachers and parents; establish appropriate topic, content and operational procedures for meeting; review and incorporate, when beneficial, previous instructional experiences and materials.
3. Statement of Annual Goal
Write child-centered, not program-centered, statement; reach agreement on level of specificity of goals and objectives; establish priorities of annual goals; devise goals from strength and weakness statements.
4. Writing Short-Term Instructional Objectives
Task-analyze subsets of annual goals; set specific timelines, service delivery; specify appropriate media and materials.
5. Statement of Specific Educational Services
Identify related services (i.e., direction service centers, cooperative boards; resource directories); plan for providing comprehensive related services; plan to provide unavailable services.
6. Percentage of Time in Regular (Vocational) Education Program
IEP committee determine, to maximum extent possible, percentages of time; examine "appropriateness" of all regular class placements, i.e., teacher attitudes, physical location of class, flexibility of curriculum content, teacher acceptance of responsibility to the handicapped.
7. Projected Date for Initiation
Follow rules and regulations.
8. Anticipated Duration of Services
Determine through the annual review.
9. Evaluation Criteria and Evaluation Procedures
Base an accomplishment of goals and objectives; state measurable criteria in objectives.
10. Procedural Safeguards
To include:
 - Due process procedures
 - Procedures for hearings
 - Nondiscriminatory testing

THE STUDENT

- Least restrictive environment
- Native language
- Confidentiality
- Right to representation
- Surrogate parents

Recommended as per secondary LEA Plan:

- Parent manual
- Parent training
- Information dissemination to parent and advocacy groups
- Staff training

Function: Least Restrictive Environment

Components

1. Placement Alternatives

Recommended Practices

School Setting:

- Regular Classroom: includes all areas of regular school curriculum, e.g., art, academics, physical, vocational and industrial education, etc.
- Regular classroom with consultative assistance
- Regular classroom with assistance by itinerant specialists
- Regular classroom plus resource room help
- Regular classroom plus part-time special class
- Full-time special class
- Full-time or part-time special day school; manpower development, industrial education, vocational education, vocational rehabilitation, etc.
- Full-time residential school

Out-of-School Setting:

- Special treatment and detention centers
- Hospitals
- Homebound instruction
- Sheltered activity centers
- Sheltered workshops

2. Define Placement Alternatives

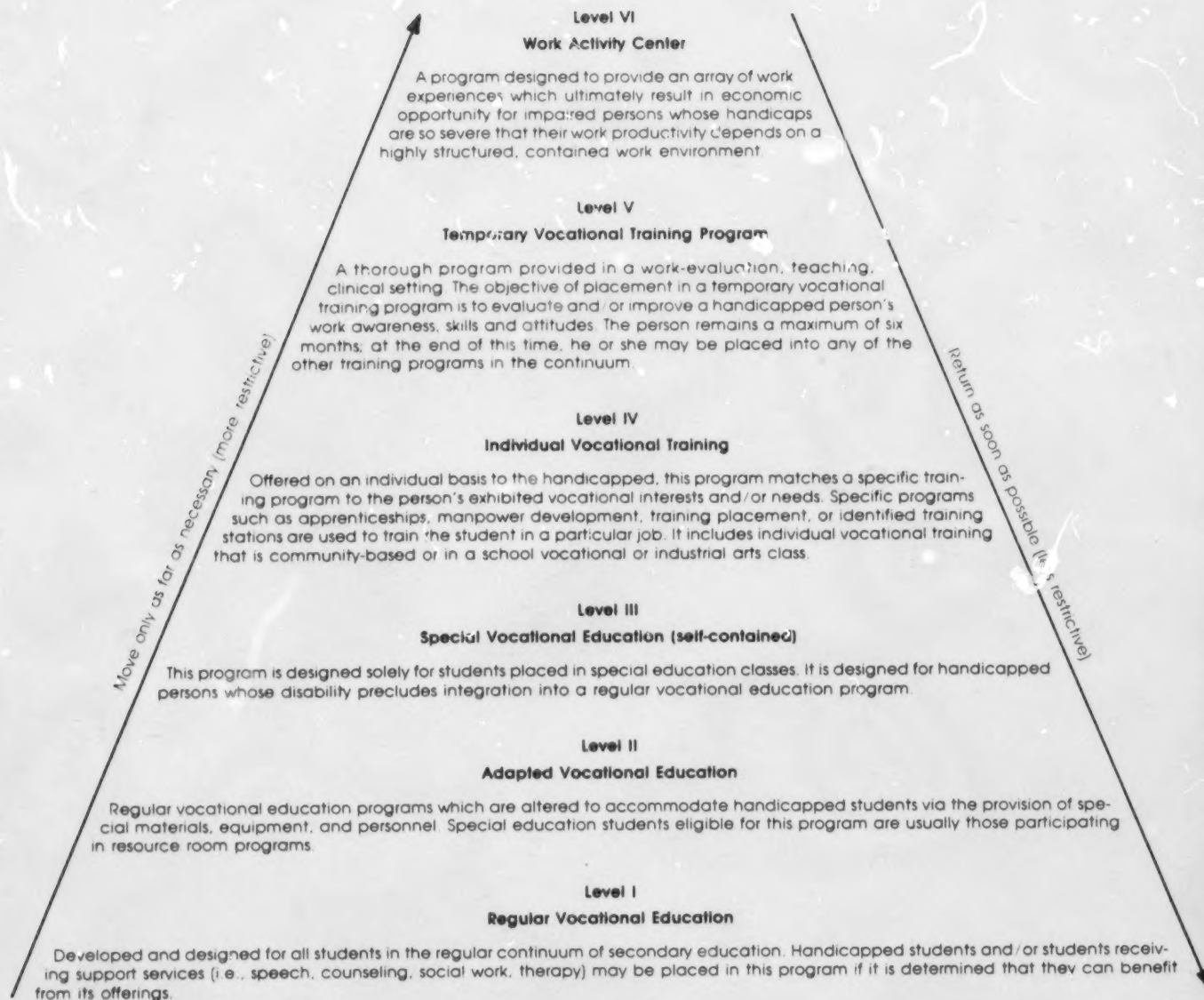
Assess ability of each placement option to accommodate learning needs; define behaviorally basic expectancy of each placement alternative.

3. Placement Options Determined Annually

Determine options by review of IEP placement recommendation at least annually.

THE STUDENT

4. Supplementary Services
Assure supplementary services are available to facilitate success in least restrictive environment, e.g., counselors (for parents and students), paraprofessionals (volunteer and paid), vocational rehabilitation (such as physical restoration, job placement), etc. Enable development of alternatives and assess current practices.
5. Technical Assistance
Assistance to include: preservice, in-service, site visits, consultation, third-party evaluation, pilot program development, etc. Sources: colleges and universities; SEA, LEA, IEA, RRC, HEW (Office of Civil Rights), professional organizations, etc.
6. Extracurricular Opportunities
Ensure that all school activities are open to all students.
7. District-wide Developmental Model for Least Restrictive Environment
 - Obtain written interagency contractual agreements to enable delivery of services in least restrictive environment.
 - Increase options for different styles of learning with each setting, including rate/contact needs, etc.
 - Establish continuous assessment of ability of environment to meet individual needs.



THE TRAINING: PROGRAMS

THE TRAINING
Programs

"Probably the single, most significant factor for service delivery to handicapped persons in vocational education in any state is a total delivery system of service through an interagency cooperation model . . . an interagency supervisory committee must jointly identify needs, establish priorities, and explore alternatives in order to minimize overlap and duplication of services to the handicapped . . . regardless of the number of program alternatives available for handicapped students, they should be placed in regular vocational education programs wherever possible, whenever feasible . . .

"An interagency model of vocational training for handicapped persons should be keyed to the following ingredients:

1. A mutual commitment and philosophy towards mainstreaming handicapped students.
2. An interagency cooperation model and an interagency written agreement.
3. Cooperation and interaction between the participating agencies on a continuous basis at all levels.
4. An intense spirit of cooperation based upon a mutual goal."

Larry Barber

THE TRAINING: PROGRAMS

Type: Regular Vocational Education

Disciplines: Regular Education
Special Education
Vocational Education

Degree of student impairment:
unimpaired, mild and moderate

Description: Developed and designed for all students in the regular continuum of secondary education. Handicapped students and/or students receiving support services (i.e., speech, counseling, social work, therapy) may be placed in this program if it is determined that they can benefit from its offerings.

Components

Recommended Practices

1. Individual Educational Program Development

(Refer to The Student for Comprehensive Individualized Assessment and IEP Development)

Interagency involvement:

- Educational
- Prevocational
- Vocational
- Vocational rehabilitation

Curricular options:

- Prevocational (career exploration)
- Vocational education
- Compensatory
- Career education
- Cooperative work experiences
- Etc.

Delivery Options:

- Regular class
- Regular with resource room
- Etc.

Support services:

- Readers
- Interpreters
- Signers
- Etc.

2. IEP Implementation

- Designate responsibilities.
- Monitor and review at least annually.
- Encourage ongoing communications relative to the IEP.

3. Delivery Options

- Regular classroom with selective placement in support service options
- Special class with selective integration
- Resource room with selective integration

THE TRAINING: PROGRAMS

4. Support Services

- Special equipment
- Tutoring
- Itinerant teacher
- Speech therapy
- Physical therapy
- Homebound instruction
- Social services
- Counseling
- Occupational therapy

Type: Adapted Vocational
Education ,

Disciplines: Regular Education
Special Education
Vocational Education
Vocational Rehabilitation

Degree of Student Impairment:
mild to moderate

Description: Regular vocational education programs which are altered to accommodate handicapped students via the provision of special materials, equipment, and personnel. Special education students eligible for this program are usually those participating in resource room programs.

Components

Recommended Practices

1. Individual Educational Program Development

Interagency involvement:
-- Educational
-- Prevocational
-- Vocational
-- Vocational rehabilitation

2. Adapted Curriculum, Program, and Instructional Options

-- Prevocational
-- Vocational education
-- Compensatory
-- Cooperative work experience
-- Career education
-- Work study

3. Adapted Delivery Options

Modify existing equipment in regular classroom.

4. Support Services

-- Readers
-- Interpreters (bilingual)
-- Signers
-- Aides
-- Special equipment
-- Tutoring
-- Itinerant teacher
-- Speech therapist

THE TRAINING: PROGRAMS

- Physical therapist
- Homebound instruction
- Social services
- Counseling
- Occupational therapist

Type: Special Vocational Education
(self-contained)

Disciplines: Special Education
Vocational Education
Vocational Rehabilitation

Degree of student impairment:
moderate to severe

Description: This program is designed solely for students placed in special education classes. It is designed for handicapped persons whose disability precludes integration into a regular vocational education program.

Components

Recommended Practices

1. Curricular Options
 - Complete community survey of job availability.
 - Complete task analysis of job options.
 - Develop competency-based curriculum determined by task analysis of job options; curriculum should include prevocational, occupational skill development and academics.
2. Individual Educational Program Development

Each student must have an IEP written for placement in this program. (See IEP Development in the Student World.)
3. Individualized Implementation Plan (for each goal stated in IEP)

A vocational education and/or special education teacher must write an IIP (individualized implementation plan) for each student based on the IEP's annual goals and matching the student's strengths and weaknesses to appropriate tasks and curriculum offered in the classroom.

To include:

 - Goal statement
 - Short-term instructional objectives
 - Strategies and/or techniques
 - Materials and/or resources
 - Person(s) responsible
 - Date started
 - Date ended
 - Comments

THE TRAINING: PROGRAMS

4. Methods Base methodology upon concrete experiences:
 - Simulation
 - Modeling/role playing
 - Hands-on experiences
5. Delivery Options -- Classroom instruction
- On-Campus work study
- Off-campus work study
- Job placement
6. Rehabilitation Utilize available rehabilitation services:
 - Services -- Evaluation (medical, psychological, vocational)
 - Physical restoration
 - Therapeutic services
 - Prosthetic appliances
 - Tools, equipment, licenses
 - Employment training
 - Counseling
 - Transportation
 - Job placement
 - Etc.
7. Other Support Identify and/or establish procedures for obtaining:
 - Services -- Special equipment
 - Tutoring
 - Speech therapy
 - Physical therapy
 - Social Services
 - Counseling
 - Occupational therapy
 - Etc.

Type: Individual Vocational Training

Disciplines: Special Education
Vocational Education
Vocational Rehabilitation
Industrial Arts Education

Degree of student impairment:
moderate to severe

Description: Offered on an individual basis to the handicapped, this program matches a specific training program to the person's exhibited vocational interests and/or needs. Specific programs such as apprenticeships, manpower development, training placement, or identified training stations are used to train the student in a particular job. It includes individual vocational training that is community-based or in a school vocational or industrial arts class.

THE TRAINING: PROGRAMS

<u>Components</u>	<u>Recommended Practices</u>
1. Individual Educational Program Development	Refer to IEP in the Student World which is the model for developing the IEP specific to an individualized vocational training program.
2. Individualized Implementation Plan (for each goal stated in IEP)	Write an informal contractual agreement among students, parents, trainers, employers, teachers, rehabilitation counselor, if necessary. The contract would include: -- Goal statement, performance objective, exit skills -- Short-term instructional objectives -- Strategies and/or techniques -- Materials and/or resources -- Person(s) responsible -- Date started -- Date ended -- Training site -- Comments
3. Curricular Options	-- Adaptive Carnegie Units -- Recreation and leisure time activities -- Work-study (paid or not paid) that includes individual vocational training -- Work experience program and study -- Prevocational instruction that provides familiarity with (a) broad range of occupations, (b) tools, (c) processes, and (d) materials that the student will utilize in individual vocational training program -- Contracted individual vocational training services in business, industry, and the community -- Work activity centers -- Sheltered workshops that are vocational and employment oriented -- Life-long learning skills to include: maintenance skills, coping skills, and daily living skills.
4. Delivery Options	-- Manpower development and training placement -- Designated apprenticeships (business or industry) -- Work study stations -- CETA (Comprehensive Employment Training Act) -- Private vocational schools
5. Rehabilitation Services	-- Evaluations (medical, psychological, vocational) -- Physical restoration

THE TRAINING: PROGRAMS

- Therapeutic services
- Prosthetic appliances
- Tools, equipment, licenses
- Employment training
- Counseling and follow-up
- Transportation
- Adaptive services, e.g., modified tools, work stations, etc.

6. Other Support Services

- Special equipment
- Tutoring
- Speech therapy
- Physical therapy
- Social services
- Counseling
- Occupational therapy
- Public Health and Mental Health services: federal, state, local, private health agencies, e.g., Easter Seal, National Association for Retarded Citizens, United Cerebral Palsy, etc.

Type: Temporary Vocational Training Program

Disciplines: Special Education
Vocational Education
Vocational Rehabilitation
Vocational Evaluation

Degree of student impairment:
usually moderate to severe

Description: A thorough program provided in a work-evaluation, teaching, clinical setting. The objective of placement in a temporary vocational training program is to evaluate and/or improve a handicapped person's work awareness, skills, and attitudes. The person remains a maximum of six months; at the end of this time, he/she may be placed into any of the other training programs in the continuum.

Components

Recommended Practices

1. Individual Educational Program Development

See IEP Development in The Student. The IEP must state specific goals for this temporary placement.

2. Individualized Implementation Plan (for each goal stated in IEP)

To include:

- Goal statement
- Short-term instructional and/or diagnostic objectives
- Strategies and/or techniques in evaluation and/or education areas

THE TRAINING: PROGRAMS

- Materials and/or resources
 - Person(s) responsible
 - Date started
 - Date ended
 - Procedures and evaluation criteria
 - Comments
3. Diagnostic Options Educational, prevocational and/or vocational assessment as needed by the individual as described in "Assessment for Direct Services" in The Student section.
4. Curricular Options -- Academics
-- Occupational skills development
-- Self-help and socialization skills
-- Daily living skills
-- Survival skills
5. Delivery Options -- Sheltered workshops
-- Special education
-- Vocational resource centers
6. Support Services Rehabilitation Services:
-- Evaluation (medical, psychological, vocational)
-- Physical restoration
-- Therapeutic services
-- Prosthetic appliances
-- Tools, equipment, licenses
-- Employment training
-- Counseling for employment
-- Adaptive equipment
- Others:
-- Special equipment
-- Tutoring
-- Speech therapy
-- Physical therapy
-- Social services
-- Counseling/guidance
-- Occupational therapy
-- Medical
-- Outside agencies (e.g., Mental Health, Commission for the Blind, etc.)

NOTE: Every effort should be made to continue the student's participation in the regular school social, athletic, and extracurricular activities during the temporary placement.

THE TRAINING: PROGRAMS

Type: Work Activity Center

Disciplines: Vocational Rehabilitation
Special Education
Department of Labor
Other related service
agencies serving severely
and profoundly handi-
capped individuals

Degree of student impairment:
most severe

Description: A program designed to provide an array of work experiences which ultimately result in economic opportunity for impaired persons whose handicaps are so severe that their work productivity depends on a highly structured, contained work environment.

<u>Components</u>	<u>Recommended Practices</u>
1. Individual Educational Program	-- Educational -- Prevocational -- Vocational -- Independent Living Skills
2. Individualized Implementation Plan (for each goal stated in IEP)	Instructor/production supervisor formulates and utilizes an IIP (individualized implementation plan) to include: -- Goal statement -- Short-term instructional objectives including criteria for achievement -- Strategies and/or techniques -- Materials and/or resources -- Methodology for implementation -- Person(s) responsible -- Date started -- Projected date of accomplishment -- Comments
3. Individual Program Options	To include: -- Academics -- Occupational skill development -- Self help, socialization and leisure skills -- Independent living skills -- Economic opportunity
4. Delivery Options	-- Community, regional and institutional-based sheltered workshop/activity center -- Out-of-state placement
5. Rehabilitation Services	-- Evaluations (medical, psychological, vocational) -- Physical restoration -- Therapeutic services -- Prosthetic devices

THE TRAINING: PROGRAMS

- Tools, equipment, licenses
- Employment training/job placement
- Counseling
- 6. Other Support Services
 - Special equipment
 - Tutoring
 - Speech therapy
 - Physical therapy
 - Social services
 - Counseling
 - Occupational therapy
 - Transportation
 - Barrier-free facilities
 - Housing
 - Leisure time/recreation activities
 - Education for adult living
 - Community/cultural services
 - Parent groups
 - Advocacy activities
- 7. Community Awareness
 - Continuous public relations program for educating the community.

**THE TRAINING:
INSTRUCTIONAL MATER-
IALS AND EQUIPMENT**

THE TRAINING: INSTRUCTIONAL MATERIALS AND EQUIPMENT

In the second part of The Training area, the emphasis is on the development, procurement, and utilization of materials and equipment needed to facilitate implementation of the continuum of services outlined in the first part of The Training.

The Functions:

1. Appraisal Materials and Equipment: The selection and utilization of materials and equipment for assessing student needs and matching these with the appropriate training program.
2. Social/Adaptive Behavior Materials and Equipment: The selection and utilization of materials and equipment to help the student toward self-reliance and ease of movement in the community-at-large.
3. Prevocational/Vocational Materials and Equipment: The selection and utilization of materials and equipment in the individualized training program.
4. Adaptive Equipment and Adapted Work Settings: Equipment which will enable the student to participate and function within the academic and vocational education setting, e.g., prosthetic devices, specialized equipment for deaf or blind persons, etc.; and the modification in work settings to permit access by handicapped persons.

"Because instructional materials can represent little more than a myriad of confusion to the typical consumer, the first and most formidable task is that of imposing some type of structure to a seemingly endless array of gadgets, filmstrips, and realia . . .

"First, I find it useful to think in terms of types of materials and their sources . . . The next consideration in looking for materials is that some companies specialize in certain media formats . . . but possibly your budget or interest may not lie with that company's specialties. This knowledge would then narrow the number of company catalogs you need to pursue even further . . .

"Third, if any big government funded projects are commercially produced, these are certainly worthy of note . . .

"A fourth consideration is to identify and eliminate those companies who do not offer materials for special learners . . ."

Sandra Boland

THE TRAINING: INSTRUCTIONAL MATERIALS AND EQUIPMENT

Components

1. Appraisal Materials and Equipment

Recommended Practices

- Establish an appraisal procedure and materials review team with representatives from the administration, secondary classroom teachers, psychologists/diagnosticians, and materials specialists.
- Establish criteria for selection of appropriate appraisal tools.
- Locate and evaluate appraisal materials available from business and industry which can impact the specific work needs of students.
- Establish a centralized collection of appraisal materials or a process for locating materials in district which relate to specific secondary student needs.
- Provide a comprehensive referral and appraisal approach for secondary level students.
- Outline suggestions for informal appraisal procedure; i.e., observation, informal reading inventories, teacher-created appraisal, etc.
- Provide appropriate space and equipment for vocational assessments; i.e., work sample, job tryout stations, etc.

Local Resources

Local appraisal review committee members are:

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Review committee reports on:

- Criteria for selection
- Annotated listing of appraisal materials
- Recommended referral procedure
- Informal appraisal approach
- Procedure for and location of vocational assessment
- Checklist for on-the-job performance
- Comprehensive appraisal approach for secondary students
- Annotated listing of all materials and equipment for secondary handicapped students available to all secondary level teachers
- Procedure for accessibility to all materials and equipment for teachers

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THE TRAINING: INSTRUCTIONAL MATERIALS AND EQUIPMENT

- Provide or develop appropriate behaviorally oriented checklist for evaluation of job performance.
- Locate and evaluate materials which are correlated to other materials or management systems for secondary materials; e.g., System FORE, Fountain Valley, etc.
- Establish a centralized collection of all materials and equipment or a process for identification and location in the district/intermediate unit related specifically to secondary handicapped students' needs.
- Establish a secondary textbook/course selection screening committee to review existing and recommended textbooks and courses.
- Textbook/course screening committee members should include secondary teachers of the handicapped, secondary curriculum personnel, media/materials person in special education, vocational educator, and one administrator -- preferably a secondary principal.
- Committee establishes criteria for selection of appropriate materials. Criteria to include: interest level; type of approach, e.g., visual, auditory; durability/portability;

Textbook/Course Screening Committee members are:

-
-
-
-
-
-

Committee reports on:

- Criteria for selection
- Annotated listing of textbooks/courses:
 - appropriateness for handicapped students
 - textbooks/courses requiring adaptation
 - alternative source materials/courses
 - development needs

THE TRAINING: INSTRUCTIONAL MATERIALS AND EQUIPMENT

accuracy in approach, e.g., correct information in a suggested reading; reading level; motivating for teacher and student; conceptual level, e.g., if taped, could the student understand the material?, etc.

-- In-service training recommendations on materials

- Determine what existing and recommended textbooks/courses are available to higher functioning or sensory impaired handicapped youngsters.
- Determine which existing or recommended textbooks/courses require adaptation to be useable for handicapped students.
- Determine which existing or recommended textbooks/courses are not useable for handicapped students and provide alternative source assistance, e.g., tapes, tutors, remedial materials, alternate course selection, etc.
- Determine needed but unavailable equipment and materials which need to be developed for use with secondary level handicapped students.
- Provide an annotated list of recommended textbook/courses for secondary handicapped students including adaptations and alternatives as reported from the textbook/course screening committee.
- Provide for training and follow-up in use of specific materials/techniques/equipment for secondary regular and special education teachers.

THE TRAINING: INSTRUCTIONAL MATERIALS AND EQUIPMENT

- Provide development materials specific to the more limited academic needs of lower functioning students.
- Determine the correlation of academic materials to vocational preparation materials.
- Identify and provide materials and equipment for postgraduation instruction in academic areas as follow-up needs occur.

2. Social/Adaptive Behavior Materials and Equipment

- Identify and supply materials for development of self-help skills; i.e., eating, dressing, grooming, hygiene, etc. Group home
- Provide a group living home or simulated living situations to train handicapped secondary level students for semi-independent or independent living. Leisure time resources
Resource file on job and social situations
- Coordinate training in group living home to existing facilities in the community to make preparation as realistic as possible.
- Identify and utilize materials-equipment resources available in schools (e.g., business, home economics, functional math classes, etc.) and in the community relative to economics; e.g., budgeting, housing, banking, purchasing, book-keeping, etc.
- Explore community for available materials, equipment, and programs for leisure time activities and recreation.

THE TRAINING: INSTRUCTIONAL MATERIALS AND EQUIPMENT

- Develop a resource file of actual incidents, positive and negative, of on-the-job and social situations; use with students for role playing and discussions.
- Determine significant life situations and identify materials which assist in training in these areas. For example,
 - Driver's license
 - Identification card (if not a driver)
 - Peer relationships (social and on-the-job)
 - Sex education
 - Dating, marriage and family development
 - Community involvement
 - Job seeking, applications and interviews
- Determine materials and equipment for post-graduation follow-up training as needed to parallel the programs provided.

3. Prevocational/ Vocational Materials and Equipment

- Identify and utilize an advisory council to assist in collecting materials, equipment, and future job tryout and placement sites in the community. Council should include business and industry personnel, parents, educators, community leaders, school administrators.
- Identify materials and equipment related to:
 - knowledge of available jobs

Advisory council members are:

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Sample newspaper ads, job announcements, etc.

THE TRAINING: INSTRUCTIONAL MATERIALS AND EQUIPMENT

- knowledge of how to seek jobs
 - student resumes for use in job applications
 - knowledge of interview process
 - knowledge of appropriate and inappropriate job behavior and dress
 - application for jobs
 - acquisition of skills demanded on the job
 - Identify materials and equipment necessary to develop job training programs within the school, e.g., food service training program.
 - Identify materials and equipment necessary to develop job training programs/sites outside the school, e.g., assembly line operation.
 - Determine materials and equipment which can be utilized from various related services, e.g., sheltered workshops, vocational rehabilitation counselors, etc.
 - Identify and procure materials and equipment available from organizations such as Chamber of Commerce, Department of Labor, National Alliance of Businessmen, President's Committee on Employment of the Handicapped, etc.
 - Determine materials and equipment for follow-up training to promote and refine present job skills and the learning of new ones.
- Sample work applications
- Outline for student resume
- Tapes for video of simulated job interviews

THE TRAINING: INSTRUCTIONAL MATERIALS AND EQUIPMENT

4. Adaptive Equipment and Adapted Work Setting (equipment which will enable the student to participate and function within the academic and vocational educational setting; e.g., prosthetic devices, specialized equipment for deaf or blind, modification in work setting, etc.)

Use Advisory Council to:

- Assist in determining and recommending adaptations of job-seeking process required for specific types of handicapped individuals, e.g., application forms for blind student.
- Assist in determining and recommending adaptations in job/skill training required for specific types of handicapped individuals, e.g., lower work bench for person confined to wheelchair.
- Assist in determining criteria for selection of adaptive equipment and modifications. Sample criteria might include:
 - safety
 - time and cost involved in repair
 - durability
 - portability
 - cost
- Assist in talking with prospective employers regarding the need for adapting work situations, entrances, etc.
- Determine adaptive equipment and funds available from outside school setting, e.g., Vocational Rehabilitation and community service organizations.
- Procure and utilize Office of Safety and Health Administration (OSHA) standards in seeking job tryout and placement sites in the community.

THE TRAINING: INSTRUCTIONAL MATERIALS AND EQUIPMENT

- Read Section 504 of Vocational Rehabilitation Act of 1973, Nondiscrimination on Basis of Handicap.
- Determine adaptive equipment/adapted work setting for follow-up needs of handicapped employees.

THE WORK WORLD

THE WORK WORLD

Vocational placement for handicapped persons in meaningful and appropriate jobs and providing related services are crucial tasks. The Work World is the yardstick which measures the effectiveness of the educational and training preparation which has been provided for the student. Various state and local agencies also share the responsibility of marketing and promoting the potential employment of handicapped persons so the community-at-large can continue to expand its rationale for an inclusive personnel model. The Work World completes the cycle of normalization begun in the programming phase.

The Functions:

1. Marketing: The survey of community resources, the education of the business community, and promotion of the marketed product in the community in order to place qualified persons in the world of work with multiple options.
2. Job Placement: The identification and securing of an adequate placement for the candidate in a setting with maximum career options.
3. Follow-Up: The tracking of clients, once placed, for ongoing evaluation, counseling and new placements as required.
4. Related Services: The relating of the client to other services which are supportive and necessary to life functions.

"The task of providing vocational training to handicapped individuals is both challenging and stimulating . . . That task is to prepare the employer to receive these new employees . . . exploration must be made into what an employer is interested in:

"People . . . in general they (employers) are very concerned about their employees. Since most jobs are lost because of the inability of fellow employees to get along with each other, the employer is looking for someone that has coping skills and is flexible enough to change when change is needed. Through proper training these characteristics can be ingrained in a handicapped student. Ingraining must also be accomplished in the employer. A well-defined and accurate picture must be drawn of the employee for the employer. For many employers, this is their first exposure to the handicapped. They are responsive only to the degree that they are informed.

"Production . . . In the effort to bridge the gap between training and employment, the educator must be informed and aware of the production question. Work samples, evaluative data, previous experience . . . must be provided . . . to show that the handicapped can compete . . . and in many cases surpass nonhandicapped workers . . .

"Profit . . . Educators again must do their homework and find out what sources of financial assistance are available to employers that will

employ the handicapped. These programs range in length from two weeks to twelve months and offer from 25% to 100% reimbursement during the training of the handicapped worker . . .

"In summary educators can expand and develop vocational programs for the handicapped, but unless employers are involved and informed, the bridge between training and employment will never be built . . ."

Gary D. Meers

THE WORK WORLD

Function: Marketing

Components

Recommended Practices

1. Form State and Local Advisory Committees
2. Identification of and Interagency Cooperation in Placement Options
3. Promote Handicapped Workers
4. Develop, Plan, and Conduct In-Service

- Include representatives from the handicapped community as well as from the business and industrial world on occupational advisory committees.
 - Include business/industry representatives on state/local special education advisory committees.
 - Conduct community job surveys.
 - Canvass businesses and industry.
 - During the identification and coordination of placement options with other agencies, assess receptiveness of employers for cooperation, work-study, on-the-job training stations, etc.
 - Conduct long-range studies of training options based upon high employment demands.
 - Newspaper stories
 - Radio and television spots and talk shows
 - Presentations at civic organizations
 - Business window displays, exhibits
 - Handicapped speakers' bureaus
 - Adjust training to meet needs of a new industry coming to community to assure an available work force.
 - Utilize student-made products, or student demonstrations.
- For employers:
- Affirmative action
 - Orientation on total programming of handicapped persons to the work world
 - Benefits of hiring the handicapped
 - Skills of trainees
- For trainers (vocational and special education):
- Employer-teacher exchange program
 - Knowledge regarding possible "tension" points in various job placements and realities of work world

THE WORK WORLD

For union officers:

- Affirmative action
- Orientation to total programming of handicapped persons
- Benefits of hiring the handicapped
- Skills of trainees

Function: Job Placement

Components

Recommended Practices

- | | |
|-------------------------------|--|
| 1. Job Analyses | -- Review and screen job announcements
-- Analyze job descriptions |
| 2. Placement Guidelines | Guidelines to include: <ul style="list-style-type: none">-- Interviews of prospective employers-- Employer/school contracts which reflect IEP goals-- Hiring procedures-- Wage and benefit standards-- Orientation of students, employees, staff-- Liaison maintenance between coordinator and employer, client, provider, school, teacher, and any other appropriate involved persons-- Ongoing supportive counseling-- Review transportation requirements |
| 3. Placement Support Services | -- LEA/vocational training program service
-- Community agencies
-- Vocational Rehabilitation
-- Other employment services
-- Above agencies to provide support services such as transportation, counseling/social services, wage subsidy, adaptations of work environment, legal interpretations, etc. |

Function: Job Follow-Up

Components

Recommended Practices

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| 1. Postplacement Services (short-term and long-term) | -- Identify or develop school and other related agencies who do follow-up and provide services via agency resource manual listing state/local agencies for various handicapping conditions.

-- Use personnel within school and from other related agencies (e.g., Vocational Rehabilitation, Family Services, labor unions, |
|--|--|

THE WORK WORLD

Chambers of Commerce and other community services organizations):

- Counseling
 - Job coaching
 - Orientation/in-service for co-workers
 - Acquisition of needed equipment
 - Adaptation of existing equipment
 - Optional placements
 - Progress monitoring
 - Tracking (facilitate job upgrading and changes)
 - In-service training
- SEA or appropriate agency develop or identify a central clearinghouse registry to coordinate multi-agency post placement services, e.g., central information/support system. Establish procedures for re-entry into a habilitation program.

Function: Related Services

Components

Recommended Practices

1. Home/Self-Care Services

LEAs should seek out or develop information systems for referral to related services:

- Self-care
- Housing
- Budgeting
- Medical-Dental
- Family Planning
- Recreational
- Counseling
- Interpersonal communication skills

2. Community Services

- Transportation
- Social
- Legal
- Recreational
- Community mental health services
- Private agencies
- Civic organizations (i.e., Lions, Kiwanis Clubs, Jaycees, etc.)

3. Work-Related Services

- Rehabilitation services (prosthetics, etc.)
- Advocate groups
- Ombudsman (one who hears citizen's complaints against a government official or agency)
- Consumer advocate groups (i.e., Better Business Bureau, Housing Agencies, etc.)

THE WORK WORLD

- Religious, charitable, educational institutions (i.e., Kiwanis Clubs, Lions, Jaycees, Salvation Army, Goodwill, YMCA, etc.)
- Professional and parent advocate groups
- Ethnic advocate groups
- Professional union and nonunion work organizations
- Universities, postsecondary vocational schools and community colleges
- Police and sheriffs' departments
- Vocational rehabilitation

Encourage parent and professional advocate groups to push for enforcement of existing laws -- local, state, and federal.

4. Equal Rights Safeguards

- Unions
- Labor Relations
- Office of Economic Opportunity
- Office of Civil Rights
- President's Committee on Employment of the Handicapped
- City, county, state, labor departments
- Occupational Safety and Health Act
- National Association of Citizens with Disabilities
- State Advisory Committee on the Handicapped
- Elected officials
- National Association for Retarded Citizens

**ASSESSMENT AND
CURRICULUM RESOURCE
BIBLIOGRAPHY FOR
VOCATIONAL EDUCATION**

Assessment and Curriculum Resource Bibliography
for Vocational Education

1. Baker, Richard J. and Horace W. Sawyer, Adjustment Services in Rehabilitation Emphasis on Human Change, (A Cooperative Project of Alabama Vocational Rehabilitation Service-Auburn University), Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin, 1971.

This manual differentiates between the concepts of adjustment training and personal adjustment and suggests methods for structuring comprehensive programs that include both personal adjustment and training.

2. Batterbusch, Karl F., A Comparison of Commercial Vocational Evaluation Systems, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin.

This document compares, contrasts, and explains in detail several vocational evaluation systems such as Valpar, Tower, and Micro-Tower.

3. Batterbusch, Karl F., A Guide to Job Site Evaluation, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin, Menomonie, Wisconsin, 1978.

This manual describes the specific uses of job sites and ways the evaluator can use job sites for planning client evaluation. Places where job sites can be found, how to set up a job site, and how to evaluate the client on the job are also included.

4. Bendersen, William C., Hal J. DeLair, and Stanley C. Delaney, Life Experience Training, The Ontario Association for the Mentally Retarded, 1376 Bayview Avenue, Toronto, Ontario, 1974.

This curriculum focuses on self-help skills necessary for acceptable social behavior. The curriculum is based upon behavior management principles, is task analyzed, and offers repetition of material for the learner to "overlearn" a skill.

5. Brown, Roy I. and Anne E. Hughson, Training of the Developmentally Handicapped Adult, Charles C. Thomas, Springfield, Illinois, 1980.

This book presents field-tested learning techniques for use in teaching the developmentally handicapped adolescent or adult. Included are discussions on: defining teaching goals, designing teaching strategies, choosing appropriate learning situations, and many more.

6. Catron, Jan, and Phyllis Hendrickson-Gaze, Training for Change; Teaching Individuals in Need of Prolonged Assistance, Section for Special Education, South Dakota Department of Elementary and Secondary Education, and the Midwest Regional Resource Center.

A resource handbook designed to acquaint readers with some basic teaching methods to be used with severely handicapped students. Included in the handbook are sections on prevocational/vocational skills and parent training.

7. Davis, Sharon and Michael Ward, Vocational Education of Handicapped Students, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia, 1979.

Policy development that meets the requirements of federal law concerning the vocational education of handicapped students in secondary programs is the focus of this guide.

8. E and E Enterprises, Identifying Psychological Tests for Evaluating Vocational Potential, P. O. Box Drawer 2309, 445 Opelika Road, Auburn, Alabama, 1981.

This is a performance-based training program designed to provide basic information on tests or surveys that can be used for exploring potential vocational objectives. A thorough listing of assessment instruments is included, with a source for information or purchase.

9. Esser, Thomas J., Gathering Information for Evaluation Planning, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin, Menomonie, Wisconsin, 1980.

This manual provides professionals with information about and a structure for conducting the client information-gathering process prior to beginning vocational evaluation services. The manual also demonstrates how the collected information is analyzed in order to develop "referral" or evaluation questions.

10. Esser, Thomas J., A Structured Guide for Selecting Training Materials in Adjustment Services, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin, Menomonie, Wisconsin, 1977.

This document defines the "adjustment" process in terms of staff/employee training as well as program development needs.

11. Hodgson, Karen A., Job Seeking Skills, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin, Menomonie, Wisconsin, 1979.

This document is designed for a one-week training program to instruct individuals on how to be more independent and successful in securing employment. Communication skills through written, verbal, and nonverbal means are emphasized.

12. Ingham Intermediate School District, TMI SMI Instructional System, David Fuller, Project Coordinator, 2630 West Howell Road, Mason, Michigan, 1977.

This comprehensive training guide provides an orientation to the development of an instructional system for EMH and TMH individuals, ages 0-25. The following topics are discussed in detail: classroom principles, components of the instructional system, performance objectives, and teaching activities.

13. Karan, Orv C., Habilitation Practices With the Severely Developmentally Disabled, Volume 2, Research and Training Center in Mental Retardation, University of Wisconsin, Madison, Wisconsin, 1978.

This volume contains a compilation of position papers, program descriptions, research reviews, and research investigations which focus on the development and evaluation of habilitation/rehabilitation procedures for use with hard to place developmentally disabled persons.

14. Kelly, Phyllis and Patsy Galligan, Assessment Tools for Use With the Severely Multiply Handicapped, Special Education Administration, Kansas State Department of Education, Topeka, Kansas, 1979.

This document lists 24 assessment instruments which include: a general description of the assessment, methods of assessment, population for whom the evaluation is intended, price, and an address for further information.

15. Lombardo, Victor S., Paraprofessionals in Special Education, Charles C. Thomas, Springfield, Illinois, 1980.

A training manual which provides guidelines for the recruitment, selection, and training of paraprofessionals in the field of special education. Each chapter contains a listing of specific learner outcomes, sample training schedules for each session, lists of suggested supplemental materials, pre-post test items, and a selected listing of concerned organizations/agencies.

16. Materials Development Center, Handbook for Analyzing Jobs, Stout Vocational Rehabilitation Institute, University of Wisconsin, Menomonie, Wisconsin, 1972.

The U. S. Training and Employment Service has analyzed jobs in a systematic study of the worker in terms of worker functions, work fields, MTEWA, MPSMS, and worker traits. The manual also explains the procedures and techniques used in the public service to analyze jobs and to record the analyses.

17. Materials Development Center, Learning Assessment in Vocational Evaluation, Stout Vocational Rehabilitation Institute, University of Wisconsin, Menomonie, Wisconsin, 1979.

This document outlines (1) how the concepts of learning and performance relate to vocational education, (2) why learning assessment is important, and (3) how it may be incorporated into work sample testing.

18. Materials Development Center, Suggested Publications for Developing an Agency Library on Work Evaluation, Adjustment, and Facility Management, Stout Vocational Rehabilitation Institute, University of Wisconsin, Menomonie, Wisconsin, 1980.

This publication lists 76 documents related to work evaluation, adjustment services, and facility management. A general description of each document is included as well as costs and an address for further information.

19. Midwest Regional Resource Center, Integrating Secondary Handicapped Students into Vocational and General Education Curriculums -- Monographs 1 through 6, Midwest Resources, Drake University, Box 1162, Des Moines, Iowa, 1980.

These monographs are well organized and to the point. The six topics are:

1. Developing Secondary-Level Individual Educational Plans;
2. Grading and Graduation Requirements for the Handicapped Secondary Student;
3. Adaptations for Teaching Handicapped Students;
4. Federal Legislation: What It Means for Educating Handicapped Students at the Secondary Level;
5. Resources for Educating Handicapped Secondary Students;
6. Glossary of Terms.

20. Mithaug, Dennis E., Prevocational Training for Retarded Students, Charles C. Thomas, Springfield, Illinois, 1981.

A book with a logically organized instructional framework for teaching the basic worker skills and behavior necessary for entry into existing vocational programs.

21. North Dakota, State of, Adaptive Vocations and Careers Through Educational Media Evaluation Team: AVCEM, Department of Public Instruction, Instructional Media Center, Box 1057, Dickinson, North Dakota, 1976.

This teacher's manual and student workbooks are designed to guide teachers and students through an individualized, mediated program. The materials are specifically designed for students in rural school areas with tests and individualized instruction packets for the following areas: service station attendant (Books 1-7), janitorial or cleaning workers (Books 1-6), dishwasher (Books 1-2), busboy/busgirl (Books 1-2) laundry workers (Books 1-5), and kitchen workers (Books 1-4).

A self-concept test and career clusters section complete the program.

22. Portland Habilitation Center, Inc., Inventory of Habilitation Programs for Mentally Handicapped Adults, 3829 S.E. 74th Avenue, Portland, Oregon, 1975.

This inventory outlines the strategies needed to develop a complete habilitation program for mentally handicapped adolescents and adults. It emphasizes basic adult education, adult social behavior training, job-readiness skills, and practical living skills with a minimum competency level identified for each area.

23. Santa Cruz Special Education Management System (SEMS), The Behavioral Characteristics Binder (BCP), Office of the Santa Cruz County Superintendent of Schools, VORT Corporation, P. O. Box 11132, Palo Alto, California, 1973.

This manual is a nonstandardized continuum of behaviors in chart form. It contains 2400 observable traits referred to as behavioral characteristics. Behaviors are identified which mentally and behaviorally exceptional children might display. These identifying behaviors assist the teacher in focusing on the basic need areas of the pupil and in determining priorities of learner objectives.

24. Sioux Vocational School, Independent Living Evaluation-Training Program, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin, Menomonie, Wisconsin, 1979.

A training program designed for use with mentally and/or physically handicapped individuals. The training modules include instruction in: personal hygiene/grooming, housekeeping, laundry/clothing care, functional academics, personal/social skills, food preparation/cooking, mobility and health/safety. Pre-post tests are included for each module.

25. Smith, Bradley C. and Ronald R. Fry, Instructional Materials in Independent Living, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin, 1978.

This document has catalogued, by category, 14 independent living skills. An annotated list presents materials individually and indicates publishers and costs.

26. Somerton-Gair, Ellen and Keith D. Turner, Pennsylvania Training Model-Individual Assessment Guide, Pennsylvania Department of Education, 1979.

This assessment guide discusses training materials, appropriate assessment, and programming for severely/profoundly handicapped (SPH) individuals. The guide assists school personnel in answering four major questions concerning assessment and instruction of each SPH student: (1) What do I teach? (2) How do I teach? (3) Did I teach? (4) Should I teach?

27. Staff of Office of Rehabilitation Services Evaluation and Rehabilitation Center, Road to New Horizons-Adjustment Training, Office of Rehabilitation Services, Gracewood State School and Hospital, Gracewood, Georgia, 1971.

This program guide is designed primarily for teaching the areas of personal, social, and work adjustment skills. The basic curriculum is directed to the level of the educable mentally retarded client.

28. Tenth Institute on Rehabilitation Services, Vocational Evaluation and Work Adjustment Services in Vocational Rehabilitation, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin, Menomonie, Wisconsin, 1972.

This document establishes basic concepts and provides a resource for understanding the nature and scope of vocational evaluation and work adjustment services in relation to the total rehabilitation process. It contains information on how to improve the use and effectiveness of both state agency and facility staffs.

29. Tesolowski, Dennis G., Florida International University, Miami, Florida, Job Readiness Training Curriculum, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin, Menomonie, Wisconsin, 1979.

This curriculum is designed to train clients in job/employment readiness skills -- areas such as grooming, interviewing, self-appraisal, and finding and maintaining a job. Masters for overhead transparencies and work sheets for clients are included in this document.

30. United States Department of Labor-Employment and Training Administration, Guide for Occupational Exploration, 1979.

This guide groups thousands of occupations in the world of work by interests, ability, and traits required for successful performance. Descriptive information is provided for each work group to assist the individual in reviewing, understanding, and evaluating his/her own interests and potentials and relating them to pertinent fields of work.

31. Weisgerber, Robert, A Special Educator's Guide to Vocational Training, Charles C. Thomas, Springfield, Illinois, 1980.

A comprehensive resource that examines: (1) rationale and structure of vocational education for the handicapped, (2) appropriate assessment instruments which measure the capabilities and preferences of handicapped students, (3) the Individualized Educational Plan (IEP) and reviews curriculum design for the implementation of instruction, and (4) concerns and the potentials of the school-to-work transition.

32. Westaway, Ann, and Tony Apolloni, SCOR Curriculum: Volumes I and II-Independent Living Skills Assessment System, and Independent Living Skills Program System. A cooperative project of the Sonoma County Organization for the Retarded and Department of Education, Sonoma State College, 1977.

The SCOR Independent Living Skills Assessment System assist in identifying initial program areas and in monitoring client progress. Instructional procedures are available for teaching the items included in this system, through the curriculum of Volume II. Overall, the SCOR curriculum provides assessment criteria (Assessment System), performance objectives, and related teaching procedures (Program System) for over 900 target skills important for developmentally disabled adults to achieve independent living.

33. Wilkie, Earl A., Laurel T. DeWolf, and William J. Younie, Guide to the Community -- Volumes I-III, Elwyn Institute, Elwyn, Pennsylvania, 1975.

These instructional guides provide basic information on skills necessary to adequate functioning in a modern community setting. Topics are: Volume I -- Earning and Spending Your Money; Volume II -- Tax and Insurance Facts; and Volume III -- Coping with Problems of Daily Living.

APPENDICES

APPENDIX A

Division of Instruction
Laramie County School District Number One
Pupil Personnel Services
2810 House Avenue
Cheyenne, WY 82001

School/Community Work Study Program

This program enrolls students recommended by their school pupil study committees and in accordance with each student's Individual Education Program. Central High, East High, and High School III students, ages 16-20, so recommended and who are eligible for the district's special services are given a sequence of in-school job training and community job exploration placements for school credit. The program is supervised by the Work-Study Liaison -- Handicapped Program.

PROGRAM OBJECTIVES:

1. To assist the students' career development by providing a smooth transition from school to work.
2. To provide vocational information to assist students with their occupational goal.
3. To assist students in understanding the relationship between formal education and job success.
4. To help students develop an appreciation of the importance of desirable work habits and personality traits.
5. To show the reality of work by having the student participate in the work environment.

PROGRAM SEQUENCE: (from continuum)

One-week career explorations. (Can be a series of nine explorations for nine weeks)

Work experience at building level. (Includes library assistant, office assistant, cafeteria helper)

Work experience and training at district level. (Includes Instructional Materials Center, Laundry, Central Duplicating)

Community work experience, evaluation, and volunteer work. (Includes Goodwill, Solar Greenhouse, Army National Guard Maintenance, etc.)

Cooperative part-time work and/or on-the-job training for pay.

Division of Instruction
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School/Community Work Study Program

The Laramie County School District Number One feels its School/Community Work Study Program can best be supervised by an administrator whose responsibilities are limited to the coordination of such a program. Following the job goal is a list of the performance responsibilities delegated to the work-study liaison:

JOB GOAL: To provide handicapped students world of work services which may include appropriate academic preparation, job counseling, on-the-job training and job placement within the school setting and the community.

PERFORMANCE RESPONSIBILITIES:

1. Abides by School Board policies and other state and federal policies that may be applicable to work-study programs.
2. Follows Division of Pupil Personnel Services expectancies.
3. Cooperates and coordinates with the Division of Vocational Rehabilitation in developing the district work-study program for the handicapped.
4. Works cooperatively with district staff and community in providing appropriate work-study services including but not limited to:
 - a. assisting in providing appropriate work skill appraisal;
 - b. providing consultation in the area of work skills assessment or related areas to staff, parents, and community;
 - c. developing job training stations for handicapped students within the district and community;
 - d. form assessment developing job training profile for each student placed;
 - e. writing training plans and agreement for student and employer;
 - f. escorting students to and from work experiences when necessary;
 - g. providing information to Pupil Study Committees when appropriate.
5. Performs any other tasks that may be assigned.

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WORK EXPERIENCE -- Coordinated through the resource room

On the Continuum

When recommended by the resource teacher and approved by the building pupil study committee, a student may receive school credit for his/her work experience. The Work Study Liaison may meet with the teacher and student to coordinate:

1. Classroom activities that are relevant to the student's specific work experience.
2. Specific goal(s) for improvement on the job.

The above is to be part of the student's I.E.P. (Individual Education Plan). The parent should be involved.

The Work Study Liaison or the resource teacher meets with the employer to coordinate:

1. Evaluation plan. (2 each semester -- more if needed)
2. Employer assistance in student's improvement goal(s).
3. Verification of student's assigned duties and number of hours on the job.
4. Securing of work permit.

The amount of credit is determined by number of hours worked and attainment of selected classroom goals, and is approved by the pupil study committee. Credit will be based on 10-15 working hours a week minimum one-half ($\frac{1}{2}$) credit per semester. Consideration will be given for additional credit for more hours worked and/or more hours in outside programs. The teacher and Work Study Liaison determine the grade at the semester reporting period.

Credit can also be given for work at Magic City, training at the Living Skills Center or work adjustment and evaluation at Human Services at Goodwill. These programs must be approved for funding through Chuck Vanover and also by the building pupil study committee.

SCHOOL/COMMUNITY WORK STUDY PROGRAM

PROCEDURES:

Exploration: Teachers can keep a record of school field trips, classroom speakers, and filmstrips which explore specific careers. Explorations through school/community programs listed in this book require procedures for work training.

Work Experience in the Building: Arranged for by the teacher in accordance with school policy and the classes recommended on the student's IEP. It would be helpful to have a letter placed in the student's file from his supervisor stating kinds of work done and evaluating work performance.

District and Community Work Experience and Training at Volunteer Learning Sites:

1. Upon decision by the classroom teacher and student that the students enroll in this program, the teacher should check with the Work Study Liaison person to determine if space is available in areas of interest and what hours and transportation would be available.
2. School/Community work experience at learning sites in suggested areas should be included or addended to the IEP and approved or recommended by PSC for the specified amount of credit. Parents should be involved in the decision and sign the IEP or addendum. Parents also sign a release of records (for information to be given to learning site), a statement of the student's insurance, and a transportation release if needed.
3. The vocational profile on the student is completed with the Work Study Liaison person if not done previously.
4. The student and Work Study Liaison person visit the work site or alternate sites for final approval.
5. Resource teacher makes needed schedule changes. (Career exploration may be scheduled during Learning Lab time.)
6. Student enrolls for trial period.
7. Training plan is written after two weeks by the Work Study Liaison Person and approved by pupil study.
8. Evaluations are conducted at least twice each training session by the Work Study Liaison and a grade is given in Learning Lab work experience based on these evaluations and follow-up work in the Learning Lab as indicated on the work training plan objectives.
9. Learning Site Analysis, Work Training Plan, and Evaluations are placed in cum. file.

Credit Policy Recommended: One-half credit for each 90 hours in training or exploration (without pay) if objectives are met.
(Maximum one credit per semester)

APPENDIX B



MAKING A DIFFERENCE

Jobs...

We're 70001 Ltd. We help disadvantaged 16-22-year-old high school dropouts:

- Prepare for, find and keep real jobs in private business.
- Work toward their high school equivalency degree.
- Develop good work attitudes, habits and job skills so they can earn raises and promotions.
- Develop social and leadership skills through participation in SEVCA, the only national youth organization specifically designed for high school dropouts.

In other words, we help dropouts drop back in, get "turned on" again and headed toward careers.



= Tax Savings!

- 70001 Associates do not receive federal money to join our program.
- Our Associates are placed in unsubsidized jobs in private business.
- 70001 costs nearly 70% less than the average federally-financed employment training program.
- We are supported by private as well as public dollars.
- By September of 1978, our Associates (many were on welfare when they joined 70001) had earned 6.5 million and paid an estimated 1.3 million in federal, state and local taxes.

We could go on, but we think you get the point...that, like so many dropouts we've helped, 70001 IS WORKING!



+ Results...

- Approximately 3 out of 4 70001 members (we call them Associates) go to work and stay on the job for at least one year.
- Roughly 3 out of 4 upgrade themselves educationally, including many who receive their GED high school equivalency degrees.
- A follow-up survey of 70001 graduates showed fully 75% were employed or furthering their education — and of those working, 9 out of 10 were in full-time jobs averaging \$3.13 per hour.



The Story of 70001

70001 Ltd. was born in Wilmington, Delaware in 1969. Concerned with both the economic and social problems caused by out-of-school youth, the Thom McAn Company asked the Distributive Education Clubs of America (DECA) for help. The goal was to provide an avenue by which those youth could receive immediate employment along with the on-the-job training, education, personal motivation, and self-confidence necessary to enter and advance in the field of marketing and distribution.

The program, dubbed Project 70001, was piloted at the Prices Corner Shopping Center and proved to be a remarkable success. During the first three years, for example, it cost less than \$1,000 per participant per year, and 71 percent stayed on the job for a year or more.

Impressed, the Community Services Administration in 1973 awarded DECA a \$250,000 Research and Demonstration grant to present the 70001 program to state and city governments. Despite the worst economic depression since the 1930s, the 70001 concept spread rapidly.

By the end of 1975, the people most closely involved in the program agreed that 70001 could best achieve its potential as an independent, non-profit corporation separate from its parent organization, DECA. The new corporation, 70001 Ltd., was formed in January of 1976 and immediately submitted a proposal to the Department of Labor calling for the establishment of at least 50 more programs over a four-year period.

The DOL in February awarded a \$628,000 one-year contract calling for 70001 to open 10 new programs. By the end of the contract period, 70001 had added 12 new programs, boosting its total to 25 projects in 22 cities and 13 states. During that same year, 70001 organized the 70001 Career Association (SEVCA), the only national youth organization specifically designed for school dropouts.

In 1977 and 1978, DOL renewed the 70001 Ltd. contract for a second and third year—a tribute both to past successes and to the great potential of 70001. The expansion effort is designed to bring 70001 to every interested city in America by 1981.

CORPORATE OFFICERS AND DIRECTORS: Mr. Roger D. Semerad, Chairman and Chief Executive Officer; Mr. Lawrence C. Brown, Jr., President; Ben Cotten, Esq., Secretary; Mr. John J. Mulcahy, Treasurer; Mr. Alan J. Ballard, Staff Specialist-Community Relations, Southern New England Telephone, and Chairman, 70001 Career Association (SEVCA) National Advisory Council; Ms. Manera A. Constantine, Director, Professional Services, DECA Inc.; Mrs. Holly Coors, Board of Regents, American Technological University; Dr. Alonzo Crim, Superintendent, Atlanta Public Schools; The Hon. Pierre S. du Pont, IV, Governor of Delaware; Mr. Robert A. Eldson, President and Chairman of the Board, Decisions & Design, Inc.; The Hon. Bill Frenzel, U.S. Representative Minnesota and Chairman, 70001 Congressional Associates; Mr. William H. Kolberg, President, Kolberg and Associates; Ms. Julie LeBlond, Program Manager, Quad Counties 70001; Mr. Larry L. Loomis, President, Awards Unlimited; Dr. George B. McGorman, Executive Secretary, Delaware Advisory Council on Career Education; Ms. Constance Newman, President, The Newman & Hermanson Co.; Mr. George V. Nyhart, Vice President Secretary, National Association of Chain Drug Stores, and Chairman, 70001 Business Associates; Dean Owen F. Peagler, Chairman, President's Advisory Council on the Education of Disadvantaged Children; Mr. Tully Plesser, President, Consensus, Inc.; Mr. Kenneth C. Rietz, President, Miller/Rietz Enterprises; Ms. Nadine Thomas, President, SEVCA. **HONORARY DIRECTORS:** The Hon. Bill Brock, Chairman, Republican National Committee; The Hon. John C. White, Chairman, Democratic National Committee.



For more
information, contact:

70001 Ltd.
The Youth Employment Co.
West Wing, Suite 300
800 Maryland Ave., S.W.
Washington, DC 20024
(202) 484-0103

IT'S WORKING!

Program Locations

ARKANSAS Blytheville Camden El Dorado Forrest City Fort Smith Helena/W. helena Helena/W. Helena Hot Springs Pine Bluff West Memphis	MICHIGAN Berrien County Benton Harbor Niles Detroit
DELAWARE New Castle County Claymont Marshallton Newark Wilmington	MINNESOTA Suburban Hennepin North South
FLORIDA Orlando	MISSOURI St. Louis
IDAHO Boise Nampa	NEW YORK Rochester
ILLINOIS Chicago	OHIO Licking County Lorain Muskingum County
INDIANA Evansville Indianapolis Spencer County Rockport Tell City	OREGON Eugene
IOWA Woodbury County Sioux City	PENNSYLVANIA Charleroi Fayette County Hanover Norristown Shenango Valley Washington York
LOUISIANA New Orleans	SOUTH CAROLINA Spartanburg
MARYLAND Prince George's County Capitol Heights Oxon Hill	TENNESSEE Knoxville
	TEXAS San Antonio
	VIRGINIA Charlottesville Danville Lynchburg Petersburg Portsmouth Staunton

Roger D. Semerad
Chairman of the Board
and Chief Executive Officer

Lawrence C. Brown, Jr.
President

NATIONAL HEADQUARTERS:
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West Wing, Suite 300
600 Maryland Avenue, S.W.
Washington, DE 20024
(202) 484-0103



70001 Ltd.

The Youth Employment Company



What is 70001?

What is 70001?

70001 Ltd. is a national non-profit youth employment company that helps 16-21 year-old high school dropouts work toward their high school equivalency degree or diploma and find unsubsidized jobs in private business. It is a program of employment, training, education and motivation.

How many 70001 programs are there?

As of May 1981 there were 70001 programs serving thousands of dropouts in 52 communities in 20 states, and the program is expanding rapidly.

How does it work?

The typical 70001 enrollee, who is called an Associate, immediately receives pre-employment training and is placed as soon as possible into an unsubsidized job in private business, primarily in retailing or distribution. During off-hours, he or she works towards a GED high school equivalency degree or diploma and also participates in activities of the 70001 youth organization, called the 70001 Career Association (SEVCA), which is designed to help the Associate develop job and social skills.

What kind of jobs do your Associates get?

Primarily, they are entry-level jobs in retailing and distribution—such as stock clerk, salesperson, cashier in retail stores; and counter person, fry cook or dishwasher. Recently, 70001 also has become involved in industrial occupations.

How is 70001 different from any other manpower training program?

70001 is the only such program with its own youth organization (SEVCA) to provide the vital element of motivation. And 70001 does more than place people in jobs: the 70001 coordinator follows up with the Associate and employer towards the objective of getting the Associate upgraded and started on a successful career.

Is 70001 a federal agency?

While 70001 is under contract with the U.S. Department of Labor and our programs usually are funded through local Comprehensive Employment and Training Act (CETA) agencies, 70001 Ltd. is a private non-profit corporation. An affiliated

Development Foundation attracts private dollars to support the program. In other words, 70001 is primarily supported by public dollars but we also receive financial support from the private sector.

Do employers receive any federal subsidy for hiring 70001 Associates?

No. Employers do not receive a federal subsidy to hire our Associates. That's a major reason why 70001 placement costs are about one-third those of other CETA-funded programs. Under new federal legislation, however, some employers can qualify for tax credits. For further information on tax credits, contact 70001 Ltd.'s National Office:

West Wing, Suite 300
600 Maryland Ave., S.W.
Washington, DC 20024
(202) 484-0103

How is a 70001 program operated?

The typical 70001 program is funded by a CETA prime sponsor and administered by a wide variety of local community organizations, including school districts, community colleges, the CETA agency itself, etc. Specific services such as assistance in selection of staff and headquarters site, training of staff, provision of public information and motivational materials, evaluation, etc. are provided by 70001 Ltd. under a separate contract.

Is CETA the only source of funding for a 70001 program?

No. A 70001 program also can be funded through vocational education dollars or other appropriate public monies, by a private foundation or by business or industrial firms.

How did 70001 get started?

70001 was born in 1969 in Delaware through a grant received from a private company to fund a pilot program on motivating and employing high school dropouts. In 1976, the rapidly-growing 70001 program formed a private, non-profit corporation—70001 Ltd.

Where did 70001 get its name?

It was the accounting code number (70-00-1) assigned by the State of Delaware to the private grant. Since the pilot project had no name, it was referred to as "Project 70001." The name stuck.

How many young people find jobs through 70001?

In the past five years alone, more than 11,000 Associates have obtained unsubsidized jobs in the private sector. They have earned a total of over \$12 million and paid an estimated \$2.5 million in federal, state and local taxes.

What kind of support does 70001 have in the business and government communities?

The Business Associates of 70001 is comprised of representatives from 44 major business firms, including leading retailers such as J. C. Penney and the Walgreen Company, who provide suggestions and recommendations on training and other key segments of the 70001 program. The Congressional Associates is made up of 66 Members of Congress who have agreed to help provide advice, counsel and support to the national program and to the young adults who belong to the 70001 Career Association (SEVCA).

Is 70001 involved in any other type of employment and training program?

Yes. 70001 Ltd. operates the Detroit Pre-Employment Training Center that each year trains approximately 1,400 high school seniors and graduates for jobs in private industry. The project, financed by private and public funds, is a joint venture of General Motors, The Ford Motor Company, The Budd Company, Burroughs Corp., City of Detroit, the Detroit Public Schools and the office of Michigan Governor William G. Milliken. 70001 also operates a program for juvenile offenders in Prince George's County, MD.

FOR MORE INFORMATION CONTACT:

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